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ABSTRACT

This booklet reports on a national survey of public-relations education at 144 senior colleges and universities (45% return). It presents findings in numerous areas, including the type of department and institution in which the public-relations programs are located; sequences and emphases of the programs; sources of students; texts, films, and guest speakers; growth trends in public-relations education; and teachers' experience and credentials. The report summarizes the findings and presents selected comments by respondents. Six appendixes provide course syllabi, guidelines, and assignments from selected institutions in the study. (GW)

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Status and Trends of Public Relations Education in U.S. Senior Colleges and Universities

Report of Findings of Survey

U.S. DEPARTMENT OF HEALTH,
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by

Albert Walker, Ph.D.

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Report of Findings

Discussion continues unabated over the question: Where does public relations education belong? Journalism? Business? Liberal Arts?

The discussion is not over the skills needed for successful public relations practice. The necessary skills are from all of the above. The question centers, rather, on which department and college shall be the home of public relations education, shall administer and have jurisdiction over the program?

The debate is more than a jurisdictional dispute, however. The home department determines the major emphasis, orientation and direction of the program; required courses, core and electives; among other conditions and requirements.

The home department also appoints the teachers, determines their backgrounds, makes the assignments, establishes the priorities, and provides and withholds budgetary and other support.

Currently, the home department for public relations education is overwhelmingly journalism within the liberal arts college.

This is among the findings of the latest national survey of public relations education in United States senior colleges and universities, financed under a grant from the Foundation for Public Relations Research and Education, PRSA.

A 45% Return

The survey was conducted among 320 institutions, which were identified as offering courses in public relations. Response was from 45% or 144 institutions. Largest response was from California with a 5.6% return. The remainder was scattered.

Respondents represented a grand total enrollment of 7,815 undergraduate students and 2,373 graduate students.

More than 60% of the public relations educational programs represented in the survey are located in journalism or mass communication departments. An additional 14% are found in departments or schools of communication. Thus, more than three-fourths of all public relations education are available from departments or schools of journalism, mass communication or communication. (Communication generally represents a merger of journalism with speech.)

Public Relations and Business

Little more than 10% of public relations education represented in the survey are located in a business college or department. However, this figure can more than double when it is added to the nearly one-fourth of the respondents from journalism who reported that public relations also was offered in the business department or college on the same campus.

More education departments or colleges offer a form of public relations, usually called "School and Community Relations," than are represented in this survey. The little more than two per cent of public relations reported in education departments or colleges in this survey represent only those going by the "Public Relations" name.

Table 1

<i>Department</i>	<i>Per Cent Reporting</i>
Journalism/mass communication	63.5
Communication	14.0
Business	10.4
Public Relations	7.3
Education	2.1
Other	2.7

Nearly 60% of all public relations education is found in liberal arts colleges. Journalism and communication colleges account for an additional 15%. Thus, nearly three-fourths of all public relations education are available from liberal arts, journalism or communication colleges; 11% are available from business colleges.

Table 2

<i>College</i>	<i>Per Cent Reporting</i>
Liberal Arts	57.5
Business	11.0
Communication	8.2
Journalism	6.8
Professional Studies	5.5
Social Sciences	5.5
Applied Arts	2.7
Education	1.4
Creative Arts	1.4

Nearly one-fourth of the respondents reported that a college or department of business or marketing department also offered public relations on the same campus.

Table 3

<i>Other Departments or Colleges Offering P.R.</i>	<i>Per Cent Reporting</i>
Business	16.7
Marketing	6.9
Political Science	4.6
Journalism	4.4
Education	2.3
None	65.1

Sequences and Major Programs

Of those institutions which report public relations education, nearly one-half have undergraduate sequences or major programs; nearly 18% have graduate sequences or major fields of concentration in public relations.

Table 4

<i>Academic Programs</i>	<i>Per Cent Reporting</i>
Undergraduate course(s)	72.4
Graduate course(s)	21.6
Undergraduate sequence/	31.4
Graduate sequence	11.8
Undergraduate major	14.7
Graduate major	5.9
Other	2.1

Major sequences or programs are characterized more by structure than by additional public relations courses. They represent an attempt to put together a sequence of courses designed to prepare the student for public relations career. Such sequences generally are established and updated with input from alumni, practitioners as well as the public relations teacher.

Source of Students

Respondents were asked where their students come from, if they do not have a public relations major or sequence. As expected, more than 60% are from journalism or communication.

One-fourth, the second largest category, are from business. This is in addition to those business students who enroll in public relations courses within their own department or college of business. This is one of the more encouraging findings in the survey, since it reveals that more business students are getting public relations instruction than previously believed.

Table 5

<i>Source of Students</i>	<i>Per Cent Reporting</i>
Journalism/communication	61.8
Business	25.6
Liberal Arts	8.4
Other	4.2

Minor Emphases and Programs

If you have a major or sequence, how do you advise your students to divide their credits? To this question, most respondents replied that their students enroll mainly in the social and behavioral sciences, English and literature, more commonly known as the liberal arts.

Public relations teachers recommend that 30 to 35 credits in the 124-credit bachelor's degree program in a semester system be in journalistic skills. The remainder is to be divided about equally among public relations, business and other academic areas.

In most undergraduate programs, the student is required by the university or college to take about two-thirds of his work in the liberal arts. The national accrediting agency for journalism tries to hold accredited programs to a 25%-upper limit in journalistic subjects.

The graduate student usually is advised to do more of his work in public relations (about 45%); 25% in journalism; 10% each in business and the liberal arts; and 5% in other courses.

Undergraduate programs usually require the accumulation of 124 credits for graduation, in a semester system; graduate programs leading to the master's degree usually require 30 credits in a semester system.

Most graduate programs require some research in public relations in the form of a thesis, which enhances the student's public relations education.

Table 6

<i>Sequence or Major</i>	<i>Recommended Credit-hours</i>
Undergraduate	
Public Relations	6
Journalism/communication	30-35
Advertising	3
Social sciences/humanities	60-55
Business	9
Other	16
	<u>124*</u>
Graduate	
Public Relations (including thesis in thesis program)	12
Journalism/communication	6
Advertising	3
Social sciences/humanities or business	6
Other	3
	<u>30*</u>

*To convert to quarter hours, use a ratio of 2 semester hours to 3 quarter hours.

Extension Programs

Public relations education is well represented in extension programs throughout the country. (Extension programs are those where classes meet in a location some distance from the campus. They are not usually courses taught by correspondence.)

To the question, "Does your area have extension programs?" nearly 40% replied in the affirmative. To the question, "Are public relations courses offered in your extension programs?" more than 70% said yes. Several included comments that public relations was among one of the more popular courses taught in their university or college extension program.

One of the more successful extension programs is that reported by the author of this survey. A graduate program in public relations was introduced into Chicago's Loop in 1973. The program was planned and implemented with the close cooperation and support from the Education and Research Committee of Chicago's PRSA chapter.

Classes meet two evenings a week and students can earn six credits a semester or 18 a year toward the 30-credit program. At this rate, a student can earn the master's degree in journalism with a public relations emphasis in 18 months while fully employed. One did and was hired immediately to teach public relations in Northwestern University's evening division.

Now into its third year, the program has branched out into the northwest suburbs of Chicago and classes now meet in two locations.

Strong Practical Emphasis

Public relations students are heavily involved, by requirement or option, with or without credit, in internships, campaigns for "clients," and a variety of PRSSA-sponsored projects. For instance, 72.5% of the respondents to this survey include internships as an integral part of their program; 30% require participation for graduation; a majority provide credit. A total of 60% feature campaigns for "clients" as part of their programs; 44% require student participation for graduation; and 27.5% earn academic credit.

Table 7

Activity	Per Cent Reporting
Internships	72.5
Required	30.4%
For credit	55.9%
PRSSA Participation	33.3
Required	2.4%
For credit	2.9%
Campaigns	60.8
Required	44.1%
For credit	27.5%
PRSA Participation	35.3
Required	1.0%
For credit	2.9%
Other Activities	19.6
Required	9.8%
For credit	11.8%

Cutlip and Center Text

Want to know what is being taught in public relations classrooms throughout the country? Pick up a copy of Cutlip and Center's *Effective Public Relations*¹ and Philip Lesly's *Public Relations Handbook*.² These two books are reported as texts by nearly 90% of the respondents to this survey.

¹Scott Cutlip and Allen Center, *Effective Public Relations*, Englewood Cliffs, N.J.: Prentice Hall, 1971.

²Philip Lesly, *Public Relations Handbook*, Englewood Cliffs, N.J.: Prentice Hall, 1971.

Among other texts mentioned ten or more times are Canfield's *Public Relations Principles, Cases and Problems*,¹ Marston's *The Nature of Public Relations*,² and Simon's *Casebook in Publicity and Public Relations*.³

A surprising 21.6% report they do not use texts, but rely, rather, on *Public Relations Journal* and other periodicals, guest speakers, their own experiences as practitioners, and supervised activities of the students.

Table 8

<i>Do you use a text?</i>	<i>Per Cent Reporting</i>
Yes	78.4
No	21.6

Table 9

<i>What texts do you use?</i>	<i>Per Cent Reporting*</i>
Canfield	3.9
Simon	8.9
Cutlip and Center	74.5
Lesly	14.1
Other	30.4

*Totals more than 100% because more than one text was reported for additional courses.

More than three-fourths (76.6%) of the respondents require that their students read *Public Relations Journal*, according to the reading lists submitted along with completed questionnaires.

Teachers also require or recommend readings such as *Wall Street Journal*, *National Observer*, *Harvard Business Review*, *Fortune*. More than 75% also mentioned handouts consisting of reprints of selected articles. Most of these articles appear to be from *Public Relations Journal*.

Films and Guest Speakers

Nearly three-fourths of the respondents in this survey supplement their texts, readings and supervised student activities with films, and nearly all invite guest speakers into the classroom on a regular basis.

Nearly 60% extended invitations to five or more practitioners to speak to their classes annually. One-third invite 10 or more; nearly one-fourth invite 15 or more into the classroom. Only two per cent report that they do not employ guest speakers to augment public relations instruction.

¹Bertrand R. Canfield, *Public Relations Principles, Cases and Problems*. Homewood, Ill.: Dow-Irwin, 1968.

²John R. Marston, *The Nature of Public Relations*. New York: McGraw Hill, 1963.

³Raymond Simon, *Casebook in Publicity and Public Relations*. New York: Utica College, 1968.

Table 10

<i>Speakers Invited Annually</i>	<i>Per Cent Reporting</i>
Fewer than five	41.1
5 - 9	23.5
10 - 14	10.8
15 or more	22.4
None	2.2

Principal source of guest speakers is the private corporation which provides more than one-half of all speakers invited into the public relations classroom.

Table 11

<i>Principal Source of Guest Speakers</i>	<i>Per Cent Reporting</i>
Civic Organizations	6.9
Professional Societies	16.7
PRSA	10.8
Corporations	54.8
Media	5.9
Other	4.9

Corporate Public Relations

Despite the fact that most public relations is taught in liberal arts colleges, there appears to be a strong emphasis on corporate public relations in the classroom. This is seen in the backgrounds of the guest speakers and authors of the most frequently used texts, if not in the backgrounds of the teachers.

Allen Center, co-author of *Effective Public Relations*, recently retired as Vice President of Motorola, Inc., after 25 years. He is now a public relations consultant. Philip Lesly, editor of *Lesly's Public Relations Handbook*, heads his own public relations counseling firm.

PRSA and Chapter Support

One of the disappointing findings of the survey is that less than 40% of the respondents are satisfied with the support they receive from PRSA or PRSA chapters, while more than 48% are dissatisfied. The remaining respondents do not feel that the support they get is adequate for their needs.

Dissatisfaction could be due, in part, to the high expectations of the educators exceeding the ability of practitioners to donate their time and energy. It also could be due, in part, to the great amount of practitioner support needed for an experientially oriented educational program.

Table 12

*Are you satisfied with
support from PRSA?*

Per Cent Reporting

Yes	.37.9
No	.48.4
Not Much	.13.7

PRSA chapter support mentioned most frequently were invitations to attend meetings as guests of the chapter with discounts or no charge for meals; PRSSA chapter sponsorship; and providing guest speakers for PRSSA chapter meetings and public relations classes.

PRSA chapter support could vary depending on the chapter leadership in a given year or the composition of the education and the PRSSA-liason committees at a given time.

Introduction of the Pro-Am program nationwide may bring a new dimension, structure and continuity to chapter support of education and could alter these findings in a later survey. The Pro-Am program is sponsored and promoted by the PRSA National Education Committee to bring practitioner and student together on a one-to-one basis.

A Growth "Industry"

Public relations education is a growth "industry." This could be good for the profession, even if it cannot absorb all the graduates. At least, the profession will benefit from more persons entering other areas of the organization with a knowledge of the role and needs of public relations.

More than 60% of the respondents reported undergraduate student enrollments under 25 in 1970 as compared with only 35% in 1975. Less than 10% reported enrollments of 100 or more in 1970 as compared with nearly 25% five years later.

More than four per cent reported no enrollment in public relations in 1970, representing programs established since the last national survey of public relations education financed by the Foundation for Public Relations Research and Education of PRSA.

Table 13

<i>Undergraduate Enrollment</i>	<i>1970</i>	<i>Per Cent Reporting</i>	<i>1975</i>
Under 25	.62.5	.....	.33.4
25 - 49	.16.4	.....	.21.4
50 - 74	8.6	.....	.12.4
75 - 99	3.3	.....	8.2
100 and over	4.8	.....	.24.6
None	4.4	.....	—

Equally impressive is growth in graduate student enrollments. Less than four per cent reported enrollments of 25 or more students in 1970 as compared with 16.6% in 1975; only 2.3% had enrollments of 50 or more in 1970 as compared with 3.6% in 1975. Nearly four per cent have

graduate programs that were established in the last five years since the last national survey of public relations education.

Table 14

<i>Graduate Enrollment (Full Time)</i>	<i>1970</i>	<i>Per Cent Reporting</i>	<i>1975</i>
Under 25	.91.7	.....	.82.3
25 - 49	1.2	.....	.13.0
50 - 74	1.4	.....	2.4
75 and over	1.0	.....	1.2
None	4.7	.....	1.1

Impressive enrollment gains also have been made in part time graduate students. In 1970 nearly 95% of the part time graduate students in public relations were in programs with fewer than 25 students. Only three-fourths are in this category in 1975.

Nearly five per cent of the respondents reported no part time graduate students in public relations in 1970 as compared with little more than two per cent in 1975; 3.4% reported part time student enrollments of 75 or more in 1970 compared with nearly six per cent in 1975.

Table 15

<i>Graduate Enrollment (Part Time)</i>	<i>1970</i>	<i>Per Cent Reporting</i>	<i>1975</i>
Under 25	.94.1	.....	.75.8
25 - 49 .....	—	.....	.16.0
50 - 74 .....	—	.....	—
75 and over	3.4	.....	5.9
None	4.6	.....	2.3

Rising student enrollments have placed a record number of public relations majors and sequences first and second in enrollment in their respective departments or colleges. Nearly 12% of the respondents report that their program is in first place. Nearly 22% are in first or second place.

Table 16

<i>Rank of Enrollment</i>	<i>Per Cent Reporting</i>
First	.11.8
Second	9.8
Third	.14.7
Other	.63.7

More Public Relations Teachers

In 1970 only 28% of public relations education had full time teachers of public relations as compared with 37% in 1975; only four per cent had two or more full time teachers in 1970 as compared with nearly 12% five years later; and only one per cent had three or more full time teachers in 1970 as compared with nearly five per cent in 1975.

In the five-year period between the two national public relations education surveys, the percentage of programs without full time teachers has dropped from more than two-thirds to little more than one-half.

Table 17

<i>Full Time Teachers</i>	<i>1970</i>	<i>Per Cent Reporting</i>	<i>1975</i>
One	28.4	.....	37.4
Two	3.0	.....	6.8
Three or more	1.0	.....	4.8
None	67.6	.....	51.0

Still, more than one-half the educational programs in public relations do not have full time teachers. Part of this can be attributed to public relations teachers also being assigned to teaching non-related subjects.

Practitioners also Teach

These findings also reflect the number of full time practitioners who teach part time. This is seen in the experience-centered teaching, and the many years of public relations practice that the teachers bring into the classroom. Probably no other academic discipline, outside of medical education, can surpass the amount of experience of public relations teachers.

Public relations education, like medical, employs a great many practitioners to accept responsibility for a portion of the educational program. One of the more successful of such programs is reported by Kent State University where the Cleveland Chapter, PRSA, helped to develop and staff with practitioners a senior/graduate seminar in public relations.

Rise in Part Time Teachers

The biggest increase in the number of part time teachers has occurred in the larger programs with two or more teachers. It has gone from 7.9% in 1970 to 17.7% in 1975. This compares with a rise of only three per cent in programs with only one teacher.

Table 18

<i>Part Time Teachers</i>	<i>1970</i>	<i>Per Cent Reporting</i>	<i>1975</i>
One	38.2	.....	41.2
Two	1.0	.....	4.9
Three or more	6.9	.....	12.8
None	53.9	.....	41.1

Public Relations Experience

Nearly one-half the full time teachers of public relations report 10 or more years of public relations practice; more than three-fourths continue to practice part time or to serve as consultants.

Table 19

*Years of PR Practice
of Full Time Teachers*

Per Cent Reporting

Less than five	.24.7
5 - 9	.20.6
10 - 14	.22.4
15 and over	.27.4
None	4.9

Full time teachers of public relations have almost as much public relations practice as they do teaching. (49.6% with 10 or more years of practice compared with 54.8% with 10 or more years of teaching). However, 40% have 15 or more years of public relations teaching experience compared with only 27% with comparable years of public relations practice.

Anyway you look at it, teachers of public relations have impressive experience both in teaching public relations and in practicing it.

Table 20

*Teaching Experience
of Full Time Teachers*

Per Cent Reporting

Less than five	.21.6
5 - 9	.23.6
10 - 14	.14.5
15 and over	.40.3

It is also interesting to note that, while nearly one-half of the relations teachers back up their teaching with 10 or more years of practice, they have far less media experience (less than 7% with 10 or more years).

Table 21

*Media Experience
of Full Time Teachers*

Per Cent Reporting

Less than five	.27.3
5 - 9	.10.8
10 - 14	.8.9
15 or more	.6.9
None	.46.1

Like their students, full time public relations teachers are strongest in communication skills, strong in the social and behavioral sciences, English and literature; and weak in business management, marketing and finance.

More than one-half the respondents name journalism as the major field of study for their bachelor and master's degrees, and 40% claim it for their doctoral major. If you combine journalism with communication, the percentage exceeds 60% for each of their degrees.

Business accounts for less than four per cent as the undergraduate major of full time public relations teachers and the percentage drops to less than two per cent beyond the bachelor's degree. Less than three per cent have the M.B.A. degree.

It is interesting to note, however, that nearly seven per cent have a master's degree in public relations and nearly six per cent have the doctorate in public relations.

Table 22

<i>Subject</i>	<i>Per Cent Reporting</i>		
	<i>Bachelor</i>	<i>Master</i>	<i>Doctor</i>
Journalism	50.2	56.9	40.2
Business	3.6	3.7	2.7
Communication	11.6	6.9	20.3
Social/behavioral sciences	9.6	5.2	5.5
English/literature	17.5	13.8	8.5
Education	5.6	6.6	17.1
Public Relations	1.9	6.9	5.7
Other	1.9		

Academic Credentials

Although strong in public relations practice and experience, full time public relations teachers also have strong academic credentials as measured by their advanced degrees. Nearly 40% have doctorates and nearly 60% have master's degrees.

Table 23

<i>Academic Degrees</i>	<i>Per Cent Reporting*</i>
B.A. or B.S.	57.8
M.A. or M.S.	59.8
M.B.A.	2.9
Ph.D. or Ed.D.	39.2

*Total is more than 100% because some respondents listed all their degrees instead of their highest.

Writing Still Most Important

There is strong justification for the journalistic backgrounds of the public relations teachers as evidenced by this survey, since writing and editing skills continue to be most important in obtaining and holding entry-level positions in public relations.

In applying for the first position after college, public relations graduates generally are pitted against graduates from other major fields of study. The competition is almost always and exclusively based on writing skills. If the writing skills are equal, then the public relations graduate may have the edge.

Here is a fairly representative advertisement for a public relations practitioner:

"We are currently seeking an individual for our Public Affairs Office. Your responsibilities will include writing news and press releases, preparation of in house bulletins and writing for the house organ, acting as company representative and conducting plant tours and host for company functions, and in general have the ability to interact favorably with people. A degree in journalism is helpful."*

*Chicago Tribune, Sunday, August 24, 1975.

Summary, Conclusions and Observations

On the basis of the findings of this survey, it is difficult to find fault with public relations education. Nowhere is there a better blending of theory with practice and knowledge with skills. Public relations education seems to be succeeding in walking the razor's edge between meeting the need of the organization for someone to help it improve its relations with its publics and the ever-present need of the public relations department head for a writer, editor and print media specialist.

In addition to growth, which will provide prospective employers with a wider selection of young practitioners to choose from, some of the outstanding characteristics of public relations education, as revealed by this survey, are:

1. Preparation for public relations professional courses are courses in journalistic writing and editing skills.
2. Public relations professional courses are limited to one or two in most programs and these stress internships and other supervised student activities.
3. Teachers are well-schooled by experience in the practice of public relations.
4. Relationships between teachers, students and practitioners are frequent, varied and very close.
5. Public relations education, like medical education, employs practitioners to accept a portion of the responsibility for the student's education.
6. Texts and other source materials are written chiefly by practitioners from a practical point of view.
7. More business students are receiving a public relations education than previously believed.
8. Public relations education is preparing more students for careers in public relation than the profession can absorb. This could mean that many persons will enter other career fields with a knowledge of public relations.

P.R. Education Identified

This survey was designed to identify public relations education. Since most such education is located in departments and colleges of journalism and communication, the implication is strong that public relations students are being drilled primarily in writing, editing and print media skills.

Public relations is treated, at most universities, as another journalistic field along with advertising, magazine journalism, photojournalism, broadcast and electronic journalism, and newspaper.

Preparation for public relations through journalism generally means that the student must pass a news-editorial core consisting of journalistic writing and editing and print-media skills subjects; back-up courses in English, literature, and the social and behavioral sciences; a few business subjects — very often too few; and two or three public relations professional courses, augmented by on-the-job experiences such as internships and a variety of formal and informal relationships with practitioners.

Public relations graduates are mainly communicators. They are getting little or no instruction in business management, marketing or finance. They are communicators, rather than business executives, by training, indoctrination and inclination.

It is true that most public relations programs recommend basic courses in management, marketing and finance. However, finance often requires one or two prerequisite courses in accounting, and journalism students generally have even less aptitude and interest in accounting than they have in finance.

In one sense, public relations education can be faulted for not including adequate instruction in business and finance. In another sense, it can be defended as providing organizations with communicators — they already have an ample supply of management, marketing and finance specialists.

Besides, not all public relations students are preparing for careers in business. Many seek their first assignments with not-for-profit organizations such as hospitals, governmental agencies, professional and trade associations, civic, service and educational organizations. This is often where the greatest challenges exist for the beginner and where he has the greatest opportunity to prove himself in the shortest time. Also, beginning salaries generally are lower. Thus, the jobs often are more plentiful.

Selected Comments by Respondents

Observations by teachers of public relations are important since they determine the status and trend of public relations education. Often, the course content is influenced more by the teacher's perspective than by catalog description.

The following are selected comments from questionnaires. They were chosen because they represent a variety of views:

"Our curriculum is primarily print-oriented, but we offer three courses with public relations connections—Public Relations, Industrial Publications and Advertising Principles—in addition to what I feel to be the most basic public relations prep course—Beginning Newswriting.

*Professor Ron White
Louisiana Tech University*

"Our current approach to education for careers in public relations is interdisciplinary. We offer the basic courses in our department, but strongly advise our students to take specific courses in business, economics, government, sociology, psychology, etc. . . .

"Writing will remain as the hub of our public relations curriculum and we'll continue to emphasize the importance of a liberal arts and sciences background. Professional courses will be kept to a minimum."

Mark Lipper

Shippensburg State College, Pa.

"Public relations education is hampered by too-close affiliation with journalism programs and control by sometimes unsympathetic, media-oriented deans. It needs to be a separate school or in an established department within an arts and sciences college (or social sciences college). It should not be in a business school, in a journalism school, or in any other specialized area."

Hunter P. McCartney

University of West Virginia

"Public relations is going to rely less on the old publicity that we used to know. The whole field of communication is becoming more sophisticated. Maybe it won't be much fun, but it's more effective."

Parry D. Sorenson

University of Utah

"Journalism schools have found that graduates are going into public relations and are now revising the curriculum to reflect the change."

Samuel N. Feldman

California State University, Northridge

"Yes, public relations majors should be able to write well — but they also must be able to think, plan and evaluate. Anything less is relegating public relations to a low occupational position in our society."

Dennis L. Wilcox

San Jose State University

"Other departments of the university are making increasing use of public relations classes taught in the journalism department."

"The social responsibility of corporations — public service programs — is becoming of particular concern to students and faculty. The study (of public relations) occupies a heavier portion of the curriculum than it did 4 - 5 years ago."

"There is also a trend toward increased field work for students interested in a career in public relations."

Bernard A. Shepard

California State University, Fresno

"We are placing even more emphasis on internships than in the past -- partly because of the learning situation it offers, and partly because of the job advantages it offers after graduation.

"I feel that public relations courses will continue to attract a great number of students from other disciplines, particularly from business majors."

Robert T. Reilly
University of Nebraska, Omaha

"Public relations education needs more course materials, more good texts, a better rapport with PRSA and more respect from administrators. The future looks bright—but we also need a solid means of maintaining a 'selective' group of student practitioners."

Terry W. Brown
Moorehead State College

"...the person who is truly prepared to deal with the internal and external communication problems of an organization will be a specialist in demand. To that end, I believe students should consider how their education is preparing them for such areas as:

Managing: how managers think; how budgets are generated and managed; how research is decided on and carried out; and the importance and techniques of long-range planning.

Communicating: fluent and accurate use of language; understanding what motivates people, to the end of optimal persuasion; the impact of new technological media upon communication patterns; how people will use the new media available to them; and the interrelationships of public relations, sales, advertising, marketing and production divisions in organizations.

Environmental context: the value systems that guide organizational life and the conduct of public relations."

Donald McDonald
University of Wisconsin, Milwaukee

"I visualize that the requirements of the professional practice will dictate that our public relations offerings in the future stress an increased 'multi-media' approach to our undergraduate instruction, and that the graduate emphasis will be directed towards management training and courses in applied research, total communications services and management, and towards upgrading of the practice in terms of ethics and correlation of the practice with allied fields. . . . Also, we are finding an increasing demand for both undergraduate and graduate instruction in the area of public information (government and non-profit institutional agencies). . . ."

Walter E. Griscti
University of South Florida, Tampa

"We have brought our advertising and public relations courses closer together because, in practice, they are quite interrelated. We continue to view knowledge of the substantive field in which the practitioner is working as quite important background study. We have placed these courses in an environment of communication core courses which provide knowledge of the communication and opinion/influence processes.

"We view extracurricular activities as quite important—internships, work/study, professional meetings, student papers, local campaign work—in developing maturity and insight beyond the classroom experience."

Howard B. Jacobson

University of Bridgeport, Connecticut

APPENDIX I

Guidelines of Recommended Courses of Study for Public Relations Students*

Education for public relations is predicated on a foundation of written, oral and visual communication, the behavioral and social sciences and, if the student is considering corporate public relations, business.

The public relations student should take the following journalism courses:

- J180, Graphics of Communication
- J200, Journalistic Writing
- J300, Copy Editing and Rewriting
- J301, Article Writing, and/or J360, Specialized Press Writing, preferably the latter
- J315, Press Photography, and/or 416, Photograph Editing, preferably the former
- J320, Fundamentals of Advertising
- *J335, Principles of Public Relations
- *J435, Advanced Public Relations
- *J461, The Industrial Press
- J480, Law of the Press
- J495, Directed Individual Study (Pro-Am Programs)

*The student is advised to try to secure "clients" who can finance the production of materials for his J335/435/461 projects.

To obtain an adequate foundation in the social and behavioral sciences, the public relations student should choose from the following psychology and sociology courses:

- *Psychology 102 or 210, Introduction or General Psychology
- *330, Experimental Psychology: Learning
- 430, Motivation
- 432, Personality

*Psychology 102 or 210 and 330 are prerequisites for additional courses in psychology.

- *Sociology 170, Introduction
- *250, Contemporary Social Institutions
- 250, Contemporary Social Institutions or 260, Social Psychology
- 350, Minorities in the Social Structure
- 351, The Urban Community
- 353, Social Stratification
- 358, Occupations in the Social Structure, and/or 359, Industrial Sociology, if preparing for corporate public relations

*From Northern Illinois University, DeKalb.

361, Public Opinion and Propaganda
460, Collective Behavior, and/or 461, Intergroup Relations

*Sociology 170 and 250 are prerequisites for most additional courses in sociology.

The public relations student also should take the following courses:

I & T 250,	Graphic Arts
Education 430,	Survey of Instructional Media, for familiarization with audio-visual media
Speech 302,	Business and Professional Speech, for oral communication
Speech Comm. 355,	Continuity Writing

The public relations student who is planning to enter corporate public relations should take the following:

B.A. 246,	Business Communication
B.A. 347,	Report Writing
Management 335,	Principles
Management 435,	Human Resources
Marketing 310,	Principles
Marketing 325,	Consumer Behavior

APPENDIX II

Introduction to Public Relations*

Purpose

This course is designed to introduce you to the economic, social and political origins of contemporary public relations practice in the United States and abroad. Emphasis is given to developing an awareness of public relations as a problem-solving process utilizing theoretical and applied communications strategies. Application of the public relations process to traditional publics and enterprises are highlighted by case studies and guest practitioners.

Text

Cutlip and Center, *Effective Public Relations*, 4th edition; Prentice-Hall, 1971.

Supplementary Texts

Lesly, *Public Relations Handbook*, 4th edition; Prentice-Hall, 1971.
Public Relations Journal

*From Drake University.

Outline of Study

Introduction: History, Development and Definitions

- C & C Ch. 1, 2, 3, 4, 8
Lesly Ch. 1; "The Nature and Role of Public Relations"
Ch. 53; "Emerging Principles and Trends"
PRJ "The New Public Relations," January, 1969.
"Does PR Need Public Relations?" March, 1970.

Functions of PR Practice: Ethical and Legal Considerations

- C & C Ch. 28, 5
PRJ "A Corporation Takes Social Action," May, 1969.
"Environment—A New PR Crisis," March, 1970.
Jon Riffle *Public Relations' Third Era—A Time for Leadership* (on reserve)

PR Problem-Solving: Theory and Practice

Fact-Finding Strategy: Theory

- C & C Ch. 6
Lesly Ch. 2 "The Nature of Effective Communications"

Fact-Finding Strategy: Practice

- C & C Ch. 7
Lesly Ch. 33 "The Role of Research in Public Relations"
Ch. 34 "Fact-Finding for PR Work"
Ch. 35 "Analysis, Planning and Programming"
PRJ "Research and Planning," October, 1968.
"Wanted: Hard-Headed Objectives," August, 1969.
"PR Planning Via the Top-Down Method," Jan., 1970.

Planning and Evaluating Strategy

- C & C Ch. 9, 11
Lesly Ch. 36 "Preparations for Communicating"
PRJ "Program Evaluation" Sept., 1968.

Implementing Strategy

- C & C Ch. 10, 12, 17
Lesly Ch. 45 "Using Advertising for Public Relations Communications"
Ch. 46 "Direct Communications Methods"
PRJ "What to Emphasize in Motivating People," Feb., 1968.

Application of PR Practice: Publics

- C & C Ch. 13, 14, 15, 16

Application of PR Practice: Enterprises

- | | | |
|---------------------------|-------|-----------------|
| <u>Industry:</u> | C & C | Ch. 18, 20, 21 |
| | Lesly | (Use as needed) |
| <u>Corporate Public</u> | C | |
| <u>and Urban Affairs:</u> | C & C | Ch. 19, 23 |
| | Lesly | (Use as needed) |
| <u>Public Service:</u> | C & C | Ch. 22 thru 27 |
| | Lesly | (Use as needed) |
| <u>International:</u> | C & C | Ch. 27 |
| | Lesly | (Use as needed) |

APPENDIX III

Advanced Public Relations*

Objectives

1. Study and analyses of public relations procedures, practices, problems and their solutions as these pertain to specific business and other types of organizations.
2. Practice in planning and implementing public relations campaigns.
3. Introduction to case problem solving.

Text

S. M. Cutlip and A. H. Center, (CC) *Effective Public Relations*, fourth edition. (New Jersey: Prentice-Hall, Inc., 1971). Chapters 8, 9, 10 and 11: Chapters 18 through 27. (Those students who have not had Principles of Journalism must pass a proficiency examination over Chapters 1 through 7, 12 through 17, and Chapter 28.)

Additional Readings

Public Relations Journal and other readings as assigned.

Requirements

1. Organization of counseling firms of 1-3 members to plan and implement a public relations campaign for a client. Complete plan due near the beginning the course as indicated. Progress reports due every other week; actions to be defended with references to published sources and professional consultants. Each group is to submit reports in a folder with two pockets. Completed campaign and evaluation due at last class meeting.
2. Participation in at least two Chicago-area field trips, plus one local field trip to discuss cases with practitioners. Two case studies to be written by those who are excused from field trips, because of conflicts.
3. For graduate credit: Preparation of five case studies obtained by interviewing persons who have solved the problems.

Method of Instruction

Lecture, discussion, small group planning and problem solving; oral progress reports on campaigns; reports of field trips; video and audiotapes, visuals and other media; conference telephone interviews with professionals and guest appearances by professionals.

Method of Evaluation

Campaigns, 40%; examinations, 40%; written reports of field trips and/or cases 20%. Other factors such as class attendance and participation will be considered in the evaluation.

*From Northern Illinois University, DeKalb.

NOTE: The following schedule is subject to change based on the availability of visual presentations, guest speakers and other special programs.

Jan. 13

Campaign planning discussion; participation expected from those who have had J335; RACE formula applied. Form public relations counseling firms of one to three members and secure client; begin planning and implementing campaign.

Reference: Chapter 8 - 12, CC; readings and handouts.

Jan. 20

Campaign planning discussion, cont'd.: Public Relations Practices: education, discuss and plan field trip Friday to Sears for case study.

Reference: Chapters 24 and 25, CC; readings and handouts.

Jan. 27

Written campaign plan due and discussion: written reports of case due and discussion. Public Relations Practice: Business

Reference: Chapter 18, CC; readings and handouts.

Feb. 3

Relations Practice: Business, cont'd; financial relations

Reference: Chapter 20, CC; readings and handouts.

Feb. 10

1st campaign progress report due and discussion; Public Relations Practice: Corporate and Urban Affairs; Utilities; discuss and plan field trip Friday to Standard Oil Co. (Indiana) for case study.

Reference: Chapter 19, CC; readings and handouts.

Feb. 17

Public Relations Practice: Banks and Common Carriers; discuss and plan field trip to DeKalb AgResearch; written reports due - Feb. 14 field trip.

Reference: Readings and handouts.

Feb. 24

Class meets at DeKalb AgResearch, Inc.

March 3

Mid-term examination; proficiency for those who have not had J335.

March 17

Public Relations Practice: Welfare, hospitals and churches; plan and discuss field trip Friday to Gardner, Jones and Co. for case study.

Reference: Chapter 22, CC; readings and handouts.

March 24

Public Relations Practice: trade assns., prof. soc. and unions, civic and service clubs; 3rd campaign progress report due and discussion; written reports of case due and discussion.

Reference: Chapter 21, readings and handouts.

March 31

Written report of field trip due and discussion; Public Relations Practice: Gov't. and Defense Dept.

References: Chaps. 23 and 26, CC; readings and handouts.

April 7

Public Relations Practice: Gov't. and Defense Dept. cont'd; campaign progress report due; discuss and plan field trip Friday to Jewel Food Stores headquarters for case study.

April 14

Open for Journalism Week activities; written reports of case due.

April 21

Open for discussion of current issues in public relations.

April 28

Completed campaigns due and discussion. Course evaluation and review.

May 9

Final examination.

APPENDIX IV

Public Relations: Cases, Concepts and Campaigns (Graduate Level)*

Rationale

That public relations principles, practices and organizations are based on established theories of communications, and the behavioral and social sciences (knowledge of the interests, concerns and motivations of people as individuals and as groups of individuals). To understand and perform effectively in public relations, the practitioner must not only be a skilled communicator and know public relations policies, practices and organizations, but must also be an applied behavioral and social scientist.

Course Objectives

1. To understand the rationale underlying public relations campaigns, achieving specific public relations goals, and solving a variety of public relations problems.
2. To read, analyze and write public relations cases.
3. To understand communications and motivational theories as they apply to public relations.
4. To understand the role of the behavioral and social sciences as they apply to public relations.

Text

A. H. Center, *Public Relations Practice: Case Studies*

*From Northern Illinois University, DeKalb.

Additional Readings

Cutlip and Center, *Effective Public Relations*, Fourth Edition, Englewood Cliffs, N.H.: Prentice-Hall, 1971; *Public Relations Journal* and additional readings as assigned.

Method of Instruction:

Lecture, discussion, guest speakers and consultants.

Method of Evaluation:

Midterm and final examinations and paper applying a theoretical analysis to an actual public relations problem; five original case histories written from interviews.

Topic Outline*

*Subject to change for guest speakers and visual presentations.

Aug. 25

Introduction or review of historical and contemporary public relations practices and practitioners.

Reference: Chapters 1-7, Cutlip and Center.

Sept. 8

Discussion and review, Public Relations Process.

Reference: Chapters 8-12, Cutlip and Center; Cases 1, 2, 3, Center.

Sept. 15

Discussion and review, Public Relations Publics.

Reference: Chapters 3-16, Cutlip and Center; Cases 4, 5, 6, Center.

Sept. 22

"A Look at the Profession and the Future."

Reference: Chapter 28, Cutlip and Center; relevant readings; Cases 7, 8, 9, Center.

Sept. 29

Examination

Oct. 6

"Public Relations: A Point of View."

Reference: Cases 10, 11, 12, Center; relevant readings.

Oct. 13

"A Look at Communications Theories."

Reference: Cases 13, 14, 15, Center; relevant readings.

Oct. 20

"A Look at Motivational Theories."

Reference: Cases 16, 17, 18, Center; relevant readings and handouts.

Oct. 27

"The Message Stage."

Cases 19, 20, 21, Center; relevant readings.

Nov. 3

Examination over the above.

Nov. 10

"The Media Stage."

Reference: Cases 22, 23, 24, Center; relevant readings;

Nov. 17

"The New Media."

Reference: Cases 25, 26, 27, Center; relevant readings and handouts.

Nov. 24

"The Recipient Stage."

Reference: Cases 28, 29, Center; relevant readings and handouts.

Dec. 1

"Public Relations Research." Relevant readings.

Dec. 8

Examination over topics since Nov. 11th.

APPENDIX V

Agenda*

Visit of public relations class to the Public Affairs Department of Standard Oil Co. (Indiana).

- 9:30 Explanation of SOInd and the Amoco companies — Steve Walker, Supervisor, Marketing Public Affairs
- 9:40 Description of the Law and Public Affairs Department — Jim Patterson, Manager, Public Affairs Operations
- 9:55 Discussion of the corporation's needs and objectives and the purpose of a consolidated public affairs department — Jim Patterson and Chuck Mason, Coordinator, Marketing Public Affairs
- 10:20 A Case Study: THE YOUTH MARKET — Steve Walker
- 10:30 NIU students attack the problem and propose a program
- 11:30 Critique and review
- 12:00 The Electronic Press Release — Carl Meyerdirk, Manager, National Media Services

*From Northern Illinois University, DeKalb.

APPENDIX VI

Course Project Assignment*

As part of the requirements of the public relations course, you are to develop a practical communications program which would aid an established organization.

1. Contact an organization and isolate a workable PR problem.
2. On *February 17*, submit a report of your experience to date, including:
 - a. Organization and cooperator
 - b. Statement of the problem
 - c. Possible causes of problem
 - d. Your proposed solution
3. Also, during the week of February 17, you will make a *two-minute* presentation to the class on your project.
4. On *May 1*, your final written assignment is due. Complete it in duplicate—a copy for Mr. Mason and a copy for your cooperator. Mr. Mason should review all copy, layouts, written suggestions, etc., before they are forwarded to your cooperator.

DON'T WAIT FOR THE MAY 1 DUE DATE TO IMPLEMENT YOUR PROGRAM. MAY 1 IS THE DEADLINE FOR SUBMITTING YOUR WRITTEN *EXPERIENCE* OF THE PROGRAM. YOU HAVE ABOUT FOURTEEN WEEKS TO COMPLETE YOUR PROJECT ASSIGNMENT. THIS MEANS YOUR IMPLEMENTATION SHOULD ALREADY BE WORKING FOR THE ORGANIZATION BY THE TIME MAY 1 ROLLS AROUND.

5. Your final typewritten report will include all copy prepared for the cooperator, plus samples of any communication you created which was aimed at correcting the PR problem. Your report should follow (but in no way be limited by) the following outline, *beginning each section on a new page*:

Section

- I. Complete summary of organization. The who, what, where, why, and how of the organization. (Assume I know nothing of the organization.)
- II. Statement of the problem. Be specific. Be concise.
- III. Objectives of your public relations program.
- IV. Profile of the public(s) you are seeking to influence. Ages, male, female, social status, education, etc.
- V. Attitudes of the public(s) toward the organization, relative to the problem you are undertaking. These are determined through your own personal observation and conversation with your cooperator and/or members of the public(s) themselves. If such information is not available, then you may have to develop a formal questionnaire and survey.

*From Shippensburg State College, Pennsylvania.

- VI. Your program outline (implementation). The heart of your project. This is what you propose as the result of your attitude survey.
 - a. *Short range* — Immediate action to be taken. Your project could be greatly enhanced if you are able to carry out a short range program during this course.
 - b. *Long range* — Proposed action for the future.
- VII. Suggested means of evaluation. How you would determine the change of attitude created by your program.
- VIII. Budget. Your program must keep within reasonable budget limitations. Be realistic.

Remember: Your public relations program must be designed to make something happen, either in people's minds or in the marketplace. If it does not, then it is worthless. But when it does, it smooths obstacles, realizes dreams, and generates success.

APPENDIX VII

Outline for Writing a Case Study in Public Relations*

- I. A Summary of the Case
 - A. Nature of the problems and background: how it evolved, probable causes.
 - B. Objective to be achieved in solving the problem or problems.
 - C. Steps taken to solve the problems.
 - 1. Techniques used with emphasis on new approaches and reasons for selecting these techniques rather than others.
 - 2. Channels of communication employed and reasons, unless obvious.
 - 3. Publics reached and how.
 - 4. The role of the public relations department and/or counsel and other departments in helping to achieve a solution.
 - 5. Cost, exclusive of salaries.
 - D. Results: tangible, with evidence, and if possible, laid to one or more specific techniques or variables.
 - 1. Before and after survey findings (record of publicity and public relations results).
 - 2. Continuation of the program on a larger scale and the larger results to be expected.
 - 3. Management endorsement supported by quotes.
 - 4. Endorsements from other publics named in IC3 above.
 - 5. Letters and other evidence that the objectives have been achieved and the problems solved.

*From Public Relations News.

- II. Background Information and Documentation
 - A. A brief description of the organization and its work.
 - B. Samples of materials used in the program: releases, posters, scripts, advertising, letters, annual reports, etc.
 - C. Samples of publicity and statistics on coverage.
 - D. Samples of reports to management.